



**COURSE OUTLINE**

**SOCI 103**

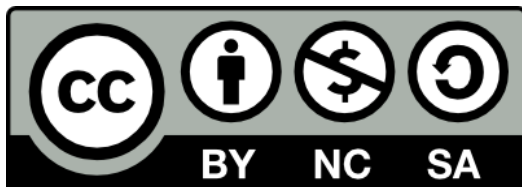
**CANADIAN SOCIETY**

**3 CREDITS**

PREPARED BY: Shawkat Shareef, Ph.D.  
DATE: August 13, 2020

APPROVED BY: Andrew Richardson, Dean, Applied Arts Division  
DATE: September 21, 2020

APPROVED BY SENATE: Click or tap to enter a date  
RENEWED BY SENATE: Click or tap to enter a date



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

**CANADIAN SOCIETY**

---

**INSTRUCTOR:** Dr. Shawkat Shareef

**OFFICE HOURS:** MOODLE Fridays, 10 am-12 pm

**OFFICE LOCATION:** A 2303

**CLASSROOM:** ONLINE CLASS

**E-MAIL:** sshareef@yukonu.ca

**CLASS TIME:** ONLINE

**TELEPHONE:** 867 456 8304

**DATES:** September 1-December 20

---

**COURSE DESCRIPTION**

Building on SOCI 100, this course reviews three main sociological perspectives and applies them to aspects of Canadian society, focussing on the intersection of regional and global popular cultures. Consideration is given to questions of Canadian identity, the nature of Canadian society and identity in the global political economy, and the critical analysis of popular culture.

**PREREQUISITES**

NONE

**RELATED COURSE REQUIREMENTS**

Online access to Moodle required.

**EQUIVALENCY OR TRANSFERABILITY**

CAMO Soc 101 (3)	KPU Soci 2225 (3)
TRU Soci 1210 (3)	TWU Soci 101 (3)
UBC Yuko Soci 100 & Yuko Soci 103 = UBCV Soci 100 (6)	
UNBC Sosc 1xx (3)	UVIC Soci 103 (1.5)
VIU Soci 112 (3)	

**LEARNING OUTCOMES**

Upon the completion of this course, the student will be able to:

- Analyse and evaluate dominant issues in Canadian society through the process of sociological imagination
- Demonstrate an understanding of the issue of Canadian Identity from social, cultural, political and economic dimensions
- Critically analyse current Canadian issues in the context of Canada's involvement in the globalization process
- Objectively apply the sociological theories to their knowledge of diversity, multi-cultural processes, ethnicity and development that are associated with mainstream Canadian society and regional, and local communities

## **COURSE FORMAT**

Due to COVID-19 and social distancing recommendations from the Chief Medical Officer of Health, this course is being taught online using a variety of materials, activities, and technical solutions. You will need to visit the course Moodle site and participate in online activities and discussions as assigned and scheduled.

There are no in-person meetings scheduled for this course and you will work on your own schedule. While there may be no set meetings times, video- or audio-conferencing may be used for office hours tutorials, teaching sessions, seminars and class meetings. Although This is a self-paced course, the class will proceed on a timetable with set assignments and due dates.

## **ASSESSMENTS**

### **Participation**

Participation in class is essential to the development of class unity and the learning process for everyone. Discussion forums offer students a forum in which to express ideas and be educated through the ideas of others. We will create together a respectful environment where everyone will feel safe and encouraged to speak. This means that students and instructor must monitor their speech so as not to give more than their fair share.

Students will also write a number of short assignments through practicing reflexive commentaries, demonstrating their understanding of theories about families and the practical implications of those theories in the understanding of indigenous, non-indigenous and immigrant families. There are no points assigned to these practice reflexive commentaries, but performance on these short practice assignments (both completion and quality) will be added to the overall participation grade as a percentage. Also, practice reflexive commentaries will help stimulate the discussions the forums. For more details, see below.

### **Written Examinations**

There will be three written exams: two midterms and a final exam.

### **Assignments**

There will be **FOUR** reflexive commentary assignments. The topics for the assignments are self-chosen by the students based on their experience in practice reflexive commentaries. See below for details about assignments. More to follow in the Discussion Forum.

## **STUDYING & LEARNING STRATEGY**

Textbook aside, the on-line course environment containing several tools that would help you to get used to using the course material and enhance your learning experience. Please practice the following as your everyday guide to studying and learning.

### **The Beginning**

At the very beginning, you should be able to familiarize yourself with the course syllabus, the Moodle course website, and the course textbook. Also, you should start reading the Week 1 readings and begin to address the concept of Reflexive Commentary based on the readings. Reflexive Commentary will be a big part of your learning throughout the course and it will certainly help you to do well in that.

### **Weekly Reading Strategy**

As part of weekly readings, you should start by reading through Chapter Summary, Learning Objectives, Key Terms and Critical Thinking Questions. You can follow your own individual reading habit in order to address those sections mentioned above but please do note that if you read Chapter Summary and Learning

Objectives first before you start with the actual textbook chapter, it will only help you to understand what to expect in the textbook chapter itself and how to focus on different topics. After finishing reading the chapter, you can address the Critical Thinking Questions and try to answer them in rudimentary fashion (this will help you to do reflexive commentary later).

### **Problem solving**

It is very natural that you may run into difficulties understanding the textbook material. Do not worry when it happens because there are several tools to solve these problems: Chapter summary with short question topic and brief explanations, Discussion Forum and Email. Besides the textbook chapter summary and key terms that will direct you to many broader online materials to understand the relevant topics at hand, Discussion Forum is to support you to clarify confusions regarding course materials. Don't understand a topic? Simply start a thread with your question to your classmates and try to generate a very cooperative and congenial discussion. However, do this only after you have really invested some time and energy to understand the material because your classmates will not give you full answers to any topic/issue in question and if anybody attempts to do that, it will be considered unethical. As said before, Discussion Forum is an online substitute for in-class lecture and discussions here should be regarded as discussions, not answers to questions (but discussions will most likely lead you to the correct answers). Post your general course questions on the Forum. I will monitor the Discussion Forum and if necessary, will post comments to your inquiries/comments. If you are still struggling, send an Email to me through Moodle emailing environment and please be very specific topic/issue based in your emails. Personal problem related emails will be automatically ignored.

### **Reflexive Commentary**

You have done your homework so far (reading textbook chapter, summary, critical thinking questions and learning objectives for each chapter) and now it is time for you to proceed with Reflexive Commentary. Reflexive Commentary is a proof that you understand the course material and that you can engage with it through your critical reflection skills. It's basically your self-assessment tool to understand your own comprehension capacity of the course materials to develop your own reflective questions (other than the ones mentioned in the Critical Thinking Questions section at the end of every chapter). Reflexive Commentary will definitely strengthen your skill and capacity that you need to write exams.

**Practice Reflexive commentaries** are written reflections of weekly readings. These practice reflexive commentaries will lead to **FOUR** commentaries in total throughout the span of the course which are regarded as formal assignments (see Reading List for the due dates). The commentaries will be submitted to the Discussion Forum when asked by me to do so using Moodle course website and in Word or PDF files. Submission of the commentaries are time sensitive and no late submissions will be accepted. There will be no make-up commentaries for missed opportunity. However, under extenuating circumstances (for which documentations are required), you can arrange for early submissions of the commentaries.

The purpose of the reflexive commentary is to enable you to develop critical analytical thought process. Therefore, the commentaries should not be just descriptive, rather they will be your own thoughts about different theories and concepts in textbook readings. Also, another aspect of the commentaries will focus on the Critical Thinking Questions at the end of the chapters where you will choose one question from each chapter to specifically critically analyze and explain. In other words, the latter aspect of commentaries (critical thinking questions) are to enable you to think about the issue in more in-depth fashion. If your analysis and/or explanations can generate some debate/discussion among your peers, then you know that you have done a good job.

The **length of each commentary** should not exceed one and half pages of typed text, using 1.5 line spacing and 12 pt Times New Roman font. No need to use a cover page for commentaries. Simply put your name and Id on the top left corner of the submission.

### **Exam preparations**

On exam days, reviewing all study notes and Reflexive Commentaries will get you ready for the exam. When the exam is available online, first, read the question thoroughly to know what has been specifically asked in the question to address. It is up to you in which order you will answer the questions as long as the numbers of the questions are clearly specified. Always try to answer the questions that are easier and more familiar to you and save the challenging ones for the last. Exam time is limited and so, you have to do all the preparations beforehand so that you are not struggling for time. Topics will be provided before each exam for your preparations. You will not be allowed to hand in the exam after the deadline: you fail to submit the exam on time, you miss the exam altogether.

### **EXAM FORMATS**

The midterms will use multiple choice and true/false questions including short questions. The final exam will include multiple choice questions, short questions and long essays. Short questions will be “definitions” based and will require paragraph-long answer. The long essay topics will be drawn from major ideas/themes from the course readings. Long essays will be up to three pages (1.5 line spacing and 12 pt Times New Roman font). Textbook will be used for all three exam materials and exam questions will be available on the Moodle course website on the day of the exam. You will have 120 minutes (2 hours) to work on and submit your answers using Moodle course website. All exams are non-cumulative. Please do note that exam submissions are strictly time sensitive and late admissions will not be accepted.

### **EVALUATION**

<b>1<sup>st</sup> Midterm Exam</b>	25% (October 1, by 7PM)
<b>2<sup>nd</sup> Midterm Exam</b>	25% (November 5, by 7 PM)
<b>Final Exam</b>	30% (December 10, by 7PM)
<b>Assignments: Reflexive Commentaries, 4 in total (5% for each commentary)</b>	20%, 5% for each commentary): due every 3 or 4 weeks (September 17, October 8, November 12, and December 4)
<b>Total</b>	100%

### **REQUIRED TEXTBOOKS AND MATERIALS**

Paul Angelini (ed. 2012). *Our society: Human Diversity in Canada* (4th Ed.). Canada: Nelson.

**Please note:** *This textbook comes in hard copies, E-Text format and can be purchased through Yukon University Bookstore and/or directly from the publisher and Amazon.*

### **GENERAL RULES**

**Email:** All emails will be considered official and thus, emails will be formal both in language and presentation. Emails sent through Moodle SOCI 103 course website will be answered. So, please no emails

from your personal email address as they will not be answered. Consider Discussion Forum is the most formal platform to post your questions about all types of course materials.

**Discussion Forum:** Discussion Forum is the online substitute for in-class lecture and thus, it should be used formally and appropriately. Discussion, debate should never entail any abusive language and tone and there will be zero tolerance for any kind of disrespectful presentation.

**Disclaimer:** The information is subject to change and if any change occurs in this online course, will be notified through Moodle, in the Announcements section.

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): [lac@yukonu.ca](mailto:lac@yukonu.ca).





Week 5 (September 28-30)	Reading  Chapter 4 continued: Race and Ethnicity: The Obvious Diversity	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 6 (October 1)	<b>First Midterm, Chapter 1-4</b>	Moodle (7-9 pm)
Week 7 (October 5-9)	Reading <ul style="list-style-type: none"> <li>• Chapter 5: Summary, Learning Objectives and Critical Thinking Questions</li> </ul> Chapter 5: Aboriginal Peoples	<b>Assignment 2: Reflexive Commentary due: October 8)</b> Choose one question each from Chapter 4 and 5 to write Reflexive Commentary: Discussion Forum)
Week 8 (October 13-16)	Reading <ul style="list-style-type: none"> <li>• Chapter 6: Summary, Learning Objectives and Critical Thinking Questions</li> </ul> Chapter 6: Religion as Meaning and the Canadian Context	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 9 (October 19-23)	Reading <ul style="list-style-type: none"> <li>• Chapter 7: Summary, Learning Objectives and Critical Thinking Questions</li> </ul> Chapter 7: Disability as Difference	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 10 (October 26-30)	Reading <ul style="list-style-type: none"> <li>• Chapter 8: Summary, Learning Objectives and Critical Thinking Questions</li> </ul> Chapter 8: Diversity and Conformity: The role of Gender	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 11 (November 2-6)	<b>Second Midterm, November 5</b> <b>Chapters: 5-8</b>	Moodle: 7-9 pm

<p>Week 12 (November 9,10,12, 13)</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Chapter 9: Summary, Learning Objectives and Critical Thinking Questions</li> </ul> <p>Chapter 9: Sexual Diversity in Canada</p>	<p><b>Assignment 3: Reflexive Commentary due November 12:</b>  Choose one question each from Chapter 8 and 9 to write Reflexive Commentary: Discussion Forum)</p>
<p>Week 13 (November 16-20)</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Chapter 10: Summary, Learning Objectives and Critical Thinking Questions</li> </ul> <p>Chapter 10: Diversity in Canadian Families</p>	<p>Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)</p>
<p>Week 14 (November 23-27)</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Chapter 11: Summary, Learning Objectives and Critical Thinking Questions</li> </ul> <p>Chapter 11: The Medium Diversifies the Message</p>	<p>Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)</p>
<p>Week 15/16 (Nov. 30, Dec. 1-4)</p>	<p>Summary of the course</p>	<p>General discussions on different topics in Discussion Forum</p> <p><b>Assignment 4: Reflexive Commentary due December 4:</b>  Choose one question each from Chapter 9 and 11 to write Reflexive Commentary: Discussion Forum)</p>
<p>Week 17 December 10</p>	<p><b>Final Exam, December 10</b></p>	<p><b>Moodle: 7-9 pm</b></p>